

Symonds, Nick (2017) 'From the student bar to the front line': the leadership challenges presented by the academic/professional policing nexus. In: 17th Annual Conference of the European Society of Criminology (EuroCrim 2017): Challenging 'Crime' and 'Crime Control' in Contemporary Europe, 13-16 September 2017, Cardiff, UK. (Unpublished)

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/3219/>

Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available [here](#)) for educational and not-for-profit activities

provided that

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
 - a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

You may not

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

The full policy can be found [here](#).

Alternatively contact the University of Cumbria Repository Editor by emailing insight@cumbria.ac.uk.

“From the Student Bar to the Front Line”

The Leadership Challenges presented by the Academic/Professional Policing Nexus.

Presenter – Nick Symonds

Overview

- From this....



- to this.....?



Professionalisation

- “All Police Recruits be required to complete a degree programme in order to develop the professional status of the Service.”

Augustus Vollmer, quoted in Rowe, 2012, p.270

- “Policing is more difficult and complex than it used to be and police need better education and training than they have had up until now.”

Alex Marshall, Chief Executive, College of Policing (2016)

International Consensus?

- “Higher Professional Police Education is performed in 12 European countries : Germany, Norway, Belgium (the Gendarmerie), Greece, Finland, Poland, the Slovak Republic, the Czech Republic, Ukraine, Croatia and Slovenia.”

Pagon, Virjent-Novak, Djuric and Lobnikar, 1996, p.4

- “The professionalism approach stresses the need for academic qualifications in general.”

Jaschke, 2010, p.305

- “Research from the last 15 years alone on the topic [of Higher Education in policing] is substantial, yet less than 10% of police agencies in the United States require a college degree.”

Richardson, 2015, p.3

Three Challenges

- Students:

“...they needed to juggle their dual identities in order to function successfully within the two communities of practice.”

Heath, 2011, p.118

- Change:

“...a more confident police service — one which emphasises individual professionalism and which is founded upon strong standards and team values . . . means we need to move away from training towards education.”

Flanagan, 2008, p. 53 in Wood and Tong, 2008, p.296

- Police Culture:

“Numerous negative aspects of Police culture have been exposed including cynicism, isolation, suspicion, sexism and racism.” Macvean and Cox, 2012, p.16

Leadership (1)

- “Leadership is the capacity to frame plans which will succeed and the faculty of persuading others to carry them out.”

Moran, 1968, p.171

- “The quality which connects an understanding of what it is that must be done with the capability to achieve it.”

College of Policing, 2015, p.4

Leadership (2)

- “At the individual level everyone working in Policing needs leadership attributes to be successful in their role.”
- “A more collective model of leadership may shift power to all levels and improve two-way communication.”

College of Policing, 2015, p.4

Leadership (3)

According to Western (2013):

- “Controller”
 - Hierarchical – coercive mechanisms (Grint, 2010), restrictive control (Fitzgibbon, 1995)
- “Therapist”
 - Humanise and democratise - peer review, reflective practice and continued professional development (College of Policing, 2015)
- “Messiah”
 - Manipulate using emotion, passion, anger and commitment – heroic, individual figurehead and willing followers (Bailey et al, 2013, College of Policing 2015)
- “Eco-Leadership”
 - Dispersed through an organisation rather than residing in a specific individual – an idea of position, person, result, process (Grint, 2010)

A Final Challenge – the 'Nexus'



Higher Education v the Police Service



Reference List

- College of Policing (2015) *Leadership Review* Ryton, College of Policing
- Dodd, V (2016) *New Police Officers face Degree Requirement* London, The Guardian
- Heath, L (2011) *Preparing New Police Officers for their Careers: In-house training or University Education?* Widening Participation and Lifelong Learning, Volume 13, Number 2, pp. 105-123
- Jaschke, H-G (2010) *Knowledge-led Policing and Security: Developments in Police Universities and Colleges in the EU* Policing, Volume 4, Number 3, pp.302-309
- Macvean, A and Cox, C (2012) *Police Education in a University Setting: Emerging Cultures and Attitudes* Policing, Volume 6, Number 1, pp.16-25
- Middlebrooks, D E (2015) *The Perception of Higher Education in Law Enforcement* UMI Publishing
- Moran, Lord (1968) *The Anatomy of Courage* London, Sphere Books
- Pagon, M, Virjent-Novak, B, Djuric, M and Lobnikar, B (1996) *European Systems of Police Education and Training* College of Policing and Security Studies, Slovenia
- Rowe, M (2012) *Introduction to Policing (2nd Edition)* London, Sage
- Western S (2013) *Leadership; A Critical Text (2nd Edition)* London, Sage
- Wood D and Tong S (2008) *The Future of Initial Police Training: A University Perspective* International Journal of Police Science and Management, Volume 11, Number 5